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A STUDY ON GROUP DYNAMICS OF THE FORMAL-INFORMAL RELATIONS IN A PUBLIC REFORM SCHOOL (II)

Social Psychology of a Coercive Organization II

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IV The Influence of Altering of Classification

Standard and of Exchanging of Group Members

that was founded on it on the Characteristics of

Cottage Situations

In the preceding parts of this paper¹⁾ have been examined some structure and function of the basic cottage situations, by which the infiltrating of the formal values into the inmates was accelerated or disturbed, by making T. Public Reform School a clue for the research. In this case we have referred to the results of research done in 1953 into it, in which we took especially as variables the contrast of formal guiding principles of cottage teachers or the disparity of time perspectives owing to inmates' being in periods of different sorts, and took as the common and constant background the relatively same quality of each cottage's group membership that was formed according to a set classification standard. Here, in this part conversely from the side of the grouping standard we investigate how the situation of the artificial changing of the classification standard will influence the characteristics of cottage's formal-informal relations. We could seize an opportunity for this purpose in 1956 in one and the same place, T. Reform School, where the research was exerted in 1953; as soon as the school determined to alter the grouping standard and to replace the cottage members under the new measure, we began researching the new situation by following it up, before and after the alteration came into effect. Almost the same research members and the same method were used as in the former research.

According to the previous standard the teachers had to allot the four cottages to all the intake members, so that inmates of all the sorts of the progressive stages can be kept in each cottage as equally as possible, while according to the new standard they had to do so as to be able to keep and accept in each cottage the inmates of a certain progressive stage only. Both the

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cottages A and B were fixed to keep and accept all the inmates of the third period of time perspective (for 3 months after about 9th month) and the latter half of the second period (for 3 months after about 6th month), so that about all the inmates ranging from A_2 to A_1 according to the progressive free system: Cottage C to keep and accept all inmates of the first half of the second period (for 3 months after about 3rd month), namely all the B_1 : Cottage D to keep and accept all the inmates of the first period (for about 3 months after reception), including "acception" inmates and B_2 . So each cottage should transfer his unsuitable members to each pertinent cottage, conversely accepting his relevant ones from the other cottage and then letting the relevant ones remain in his cottage, but exchanging mutually a portion of the pertinents with those of the other cottage, if it is the case between the cottages of the same quality A and B.

Well, the planning of alteration as above mentioned resulted from both the practical expectations on the part of the teachers: their destroying of the present minus informal groups and their educational treatment of inmates in closer touch with peculiarity of each period. Of course, in the former case they could have attained their purpose also by any other methods, for instance by means of such usual techniques as their transferring of the minus boss into another cottage or school, without such the changing of classification measure. It would not always follow that they should establish the new standard and exert it. But here it seems that the altering was absolutely necessary, because it was too severe for teachers to get over the present educational difficulty by usual means; forces of minus informal groups were threatening to destroy the wall of educational channel under the previous grouping measure. On one hand, therefore, the teachers were driven by necessity to separate a nuclear stratum of minus boss group from the peripheral, and to separate the weaker or the oppressed by transferring basically to other cottages. On the other hand, moreover, they had to segregate thoroughly the central stratum into other cottages. This must mean their thorough and exhaustive alteration of educational channel from the type, which lets each inmate pass all his stages in the reform school in an identical cottage and thus was apt to fix power hierarchy of veterans with recruits, into the type which lets each inmate pass through three cottages, and then makes it difficult to fix power hierarchy.

In such anticipation the teachers completed in a day to reshuffle each cottage's inmates, without notice. Here we would like to examine the situations seen immediately after it. In this period of disorganization of informal group structure the inmates developed more or less any tendency of trying to keep inertia by compensating for loss of ego balance, which depended mainly on certain informal relations' being slitted up and on losing the differentiated perspective under the new situation, by trying to combine mutually with persons of any resembling condition and to behave as prudently as possible. They were apt to connect reciprocally quickly and closely with any person only because

of his being an inmate of their former cottage, in whether they were intimate with each other or not in their previous cottage, and apt to form mutually a loose circle by making a nucleus of the former cottage. Whether they manifest those wide tendencies beyond the previous informal relations or belong narrowly to the former informal relations only, depended on severity of disorganization in the present cottage of informal group to which they had belonged in former cottage and on strength of its competition-force in a new situation.

In the B cottage, already immediately after the reshuffling, the transferred from A cottage were split into two informal groups: the minus boss group and the non-boss group, because the boss group from A cottage consisted of the closest nuclear position of the previous group structure as it was, and had insights that the group alone can control over the other boss group from other cottage in terms of both quality and quantity in the new situation too, while in contrast with that the minus boss groups from the other cottages, getting a serious break in their nuclear region, could not assume any other attitude than that of an onlooker in the new situation of B cottage, so that they did nothing but form a wider loose circles with the present members of their previous cottage, beyond their close informal group immediately after changing. So, after the lapse of one month the minus boss group from A cottage gradually came to absorb into himself minus bosses from the other cottages and became the nucleus to form a greater minus informal hierarchy in future.

In the A cottage immediately after it, there being not such a strong informal group as in the B cottage, each inmate was generally apt to concentrate mutually with the identical belongingness to the previous cottage as a nucleus, because all the informal groups that were transferred into A cottage or remained there, whether minus or plus, were short of the nuclear stratum or then all much of a muchness in respect of forces, so that they couldn't gain confidence and perspective in maintaining the ego in new and insecure situations with their back against previous informal group only. And then after the lapse of one month they must come to keep the balance by forming two boss group; one group consisted of informal group from A cottage and of that from B, and the other group from C and D, because the whole of group structure of A cottage matured gradually to the extent of making it a common frame of inmate's life space with the deepening of their intercontact and with rearranging of their human relations. This situation in this period formed the foundation of the future competitive characteristics of informal relations in A cottage.

Now in the C cottage, as inmates, were gathered together here all the members, who were in the school for three months after the third month, and who had been once mostly the subordinates of veterans in informal group, whether minus or plus, of the previous four cottages except bosses from C cottage. Immediately after being segregated from veterans, they came to form obviously some comparably loose informal circles which are based on each

previous cottage, except a minus boss group from the C. The latter, in a moment, became an overwhelming minus force in this cottage, because it had formed mostly the nuclear stratum of the strongest minus boss group in the previous cottage, having "delinquency depth", deeper or much the same, as compared with the veterans of this group who was transferred into A cottage or B, and it never found in this cottage any informal force that could compete with it. The former was short of nuclear portion or the weaker. Now in this period they were looser than the inmates of other cottages in the point of connecting each other by making previous cottage the nucleus, for they had the individualistic, fixed and free perspectives as the characteristics of being one in the second period in comparison with the other. So, the boss group, after one month, came to strengthen rapidly his force by absorbing the boss from the other cottage as his subordinates and to form a strong authoritarian hierarchy. And then the weaker became to be pressed again immediately by an informal boss in the same way as in the previous cottage life. This pressure was very vivid as the characteristics of the second period.

Lastly in the D cottage, where the teachers must accept inmates for about three months after the intake, and then not only recruits but also the persons who have experienced once cottage life in this cottage or any other cottage, continued to be daunted, immediately after the changing of grouping standard, in spite of the release from the pressure of minus boss veterans. The re-entrants behaved really in a bossy manner sometimes, yet they, too, had not any particular power in this period. The Jichi-Iin, whom the teachers appointed as their helpers out of plus bosses in third period, have exerted stronger power of formal value on the inmates in this cottage than in any other cottage. And then in the one month after the changing of the standard and the exchanging of the members, the inmates, continuing still to cower, went on the way of growing gradually familiar with new formal situations and of deepening or extending informal relations, while acting as the central axis themselves, with the room allotted together at almost every cottage from which they was transferred previously. But teachers as well as Jichi-Iin remained to be powerful in this term as yet. The persons who really experienced transgressions in the former cottage, however, was overt sometimes in minus behavior here too, but soon he was prone to come to be covert, if placed under formal controlling, and this point formed contrast with another cottage, especially C cottage. In fine such the withering in D cottage resulted not only from such a situation that cut off them from the intimate informal relations without or within the wall, and from the characteristics of perspective of the first period as stated in the preceding chapter, but also from such inclinations strengthened by the closer structure of dwelling place in comparison with the other cottage, by which the teachers intended to facilitate the discipline of the recruits of minus attitude and moreover to defend the inmates of this cottage from minus boss' pressure. In

short, such the withering resulted from manifesting severely characteristics of the first period because of strengthening formal pressure and weakening informal forces owing to disorganization of informal system.

Thus in several months after the reshuffling the characteristics of each dormitorial cottage that sprang out already at the commencement, became more and more clear; in B cottage the inmates had characteristics of strong hierarchical informal situations, in A cottage unstable competitive situations, in C cottage active hierarchical informal situations, and in D cottage cowered situations. Thus the facts proved to be contrary to the teacher's expectation that the alteration of the standard and a drastic exchange of cottage members would disorganize the minus boss hierarchy and dissolve cowered situations, and what is much worse still, such hierarchy and such coweredness which according to the previous standard, were combined mainly to each cottage, now extended over the whole of the school, under the new standard, and then it became more and more express that the bosses who were inside each cottage were arranged and functioned as a portion of one structure which framed the four cottages, because inmates must take other cottage also into their perspective and life space, by experiencing really the passage through three cottages. Under the previous standard inmates can have principally perspectives only of passing all the days in the reform school through the identical cottage where they became inmates, while under new standard they can have such ones only of going through three cottages all the days in the school. So places in school without cottages augmented in relative importance by offering chances of their encountering with the other cottage's members. Thus, force of authoritarian minus boss group in a certain cottage of veterans must subordinate the other cottage's boss group, in such a way that the hierarchy expressly increases in its height and its power. Moreover, in the cottage of the juniors its interior pressure was enhanced from the outside, so that its members became more and more to cower.

For instance veterans' cottage members menaced junior cottages' members by telling, "I tell you that guy is a conceited pup. Be resigned, when he gets promoted!" And then, it happened that D cottage's inmates organized secretly a party of gangsters named "Jiei-Dan" (Self Defence Corporation) in the cottage and gathered first ten executives named, "Ka-cho" (head of a section), so that they tried to gain their group members from D cottage's members by subordinating them with appealing to violence, with a view to defending themselves from accepting authoritarian pressure in case of promoting. In fine by altering grouping standard the educational channel was simplified and broadened, and moreover lost flexibility. When informal relations are put under the control of the strong minus boss group, such an educational channel is dangerous for permeating of plus value. If so, it is rather desirable for us that the channel should be more differentiated and narrower, but more flexible than by the

previous standard.

Next, from the educational principle we would like to examine the altering of educational channel. In the preceding chapter we referred to disciplinism and correctionism found in this school previously and also at present; the former had a tendency of attaching importance to rigid discipline and a trend of the teacher's keeping distance from inmate's inner life, therefore it was attended with danger or inmates' being apt to wear readily a mask for the sake of defending criminal ego from formal pressure and of getting only the knack of adjusting themselves to teacher's controlling. It had merits, however, of inmates' not being driven in to become neurotic by destroying or hurting their nuclear ego, as it never interferes with their nuclear ego and in informal relations as long as they never violate teachers' rules. Well, the latter had the tendency to take a serious view of improvement of personal structure and then to intend to take the distance from inmates' nuclear ego as short as possible, therefore it must run the risk of inmates' being prone to be wounded in nuclear ego region by teacher's unskillful treating and to cause stress or neurotic relations by such intercontact with teachers, moreover run the risk of being inclined to become too individualistic and to be seen as favoritism by the other inmates if a teacher could keep successfully deep interfeeling with a given inmate, or to take no account of group rule and public peace. But of course it had merits of keeping basic educational relations, if the treating is successful. Now, we must admit undoubtedly the fact that the symplification of educational channel contributed to the exposure of the demerits and danger of any educational principle, whether it may be disciplinism or correctionism, because as the necessary condition under which both the principles should be exerted successfully it is necessary for teachers to keep intercontacting constantly and long with inmates, and yet both principles must be taking a long or short distance from inmates.

Such symplification of educational channel expressly weakened teacher's constant and long intercontacting, and resulted in the inmates' going through the cottages one after another without enough intercontact with teacher's heart, moreover it contributed to buffetting of the inmates by power of minus boss informal hierarchy through all the cottages. Such teacher's expectation to the altering of classification standard was not fulfilled in the point of close educational treating adjusted to different characteristics of period too. At present T. School, of course, is in educational channel other than above mentioned.

Lastly we would like to examine such symplification of educational channel from the side of the classification of inmates. The classification of inmates consists in forming a certain formal-informal system that is pertinent to influence inmates educationally, by means of sifting out group components. But of course it is limited by possibility of our forming real grouping on the basis of sifting out. This possibility must be limited basically by number of teachers and cottage. But such symplification of educational channel meant to deprive the teachers of the effect

of classification. To give full play to classification rather conversely we must differentiate educational channel by using four cottages as dissimilar channel.

V. Personal Characteristics of the Structure and Functions
of Cottage Situations in T.Reform School
—Especially in the Relations with “Delinquency-
Depth” and “Delinquency-Genotypes”—

Now here we describe the investigation, from the point of view of the personal side, of the characteristics of the structure and function of cottage situations, because they are formed of simultaneous process of both functions: individual function and group function. Till now we dealt with the situation from the objective and group side to which individuals had to adjust themselves or which had to adjust itself to individuals. It must be now dealt with it from the subjective and individual aspect: here we examine not what the individuals with a certain quality mean to a given group, but what a certain group means to the individuals. Each inmate has to be urged to adjust himself to group situations and simultaneously the behavior process he shows is a necessary component of group situation too. But for individual a given group situation consists of only a region, whether important or not, of all his lifespace which must go through the process historically, and at the same time for group a given individual is only a necessary but transitory component, whether it may be important or not. So to examine from the aspect of personal conditions we can not help but doing so from the side of a historically transitory component which goes far toward objective characteristics of general group situations and which nevertheless is urged to adjust himself to objective situations.

Well, in investigating such individuals as were faced with group situations of a reform school, justly we should weigh the behavioral facts they show, laying emphasis on the regions of lifespace related to delinquency. And then to make clear some characteristics of their lifespaces in the regions we must beforehand decide operationally some standard for grasping and classifying their delinquency. Hitherto at first one could use such the criterion as felon or misdemeanor and degree of crime. It is true that this is an effective measure to denote the degree of injury which they caused to society and the degree of social feeling as to how much a third person ought find fault with given delinquents or criminals, yet it never could be the measure for showing how they can fall into delinquency and be reeducated, as criminologists used to insist that it catches indeed antisocial meaning of their behavior only, yet it never grasps the person himself as the very subject of making delinquent behaviors. Therefore the criminologists are apt to grasp delinquents or criminals in term of genetic types or behavior patterns, such as for instance the congenital criminals, the conditional, the neurotic etc. and the gang, the organizational criminals, the

professional, the amateur-like etc.. Both the standards, namely genetic types and behavior patterns, however, are really helpful to grasp the mechanism of delinquent behavior, yet they are not still helpful to grasp the person as the whole being in human life.

To grasp a delinquent person as the whole being in human life we must understand him first by locating his delinquent behavior into the whole of his lifespace, by locating it into delinquent depth and then seconds by grasping how he learned a certain delinquent behavior that has meanings of a given penal offense in certain situations— by grasping delinquent genotypes. Thus, we could understand what T. Reforms School meant to each inmate and its educational and correlative planning must given to them.

Now to locate juvenile delinquency into a given lifespace of a youth we must first grip him in general trend and structure of socialization of a youth. We couldn't take socialization for growth toward, or adjustment to, adult culture or abstract value system only, but we must take it for adjusting himself to such a culture standard that was specialized mainly by each age stratum, and then in a sense, to sub-culture that was subordinated really to a given culture system represented by adult culture but differentiated by age stratum; childhood's adjusting himself straight to adult culture standard, old men's remaining to cling up to adult culture standard never meant socialization, but rather anti-socialization. Socialization matters not only for youth, but for whole life of man. Socialization of youth is adjustment to such culture standards that resulting from characteristics of youth lifespace, which mean being prepared to switch over from the protected persons in safeguard- and care-society to those who form safe guard-society and maintain care-society, in the form of family or in the form of job, as a responsible person in great society. It is socialization of marginal man. So, basic structure of youth socialization is semiprotected and semiprofessional, but his lifespace can comprise partly regions of the purely protected and may include those of pure-professional. And then the trend of youth socialization develops from the protected (first stage) through the semi-protected (second stage), the semi-professional (third stage) to the professional (fourth stage) naturally and normally. But we could find in youth regression from the axis of this structure and trend. The low teens and students in Japan have mainly lifespace ranging to semi-protected normally, the high teens having a job have already lifespace ranging to semiprofessional normally. According to structure and trend youth deepens its socialization (socialization depth for short, [s. d.] I.II.III.IV stage) as well as its delinquency (anti-socialization) in socialization-depth (delinquent-depth for short, [d. d.] I stage, amateur-like, II stage, semi-amateur-like, III stage, semi-professional, IV stage, professional.)

Now the inmates of this T. Public Reform School, a middle grade one, consisting in receiving juvenile delinquents, ranging in age from 16 to 20 years, judged as fairly incorrigible, were made up of young men of third

socialization-depth (s. d.) who had a practical job but were never regarded yet as a full man and there were little or no school boys or students there. But they varied in delinquency regions in their lifespaces. For instance Case A made mask-adjustment to apprentice, lived as a peripheral member of a professional gangster in nuclear ego-region; he was of 3rd delinquency depth and 3rd s. d. Case B adjusted himself to apprentice and lived on his salary but fell in delinquency in playing with street-corner's gang; he was of 2nd d. d. Case C adjusted himself to apprentice and lived on his salary but fell in delinquency within family; he was of 1st d. d. And we find fairly many inmates being neither in work nor at school. They lived in delinquent job only as the peripheral of underworld (3rd d. d.) or playing in street corner only by being parasitic on family of acquaintance who were betrayed or threatened by him (2nd d. d.). And then they were arranged into underworld in 3rd d. d. or maintained basically by neighbourhood or family in 2nd d. d.

Now the reform school's function which switches over delinquents' behavior region to belonging to the lifespace of normal civil society, can be fulfilled successfully by teacher's influence on each inmate, which is fit only for his delinquent circuits ranging from community, through home for consignment to community. So, to youth 3rd or 4th stage of d. d. the teacher can't be successful enough by abstract virtues and physical training, etc. only, or by regulating protective environments only, because inmates of 3rd or 4th stage of d. d. exert themselves to live, with confidence in its success, and with the insight into its advantage, by delinquent behavior of a certain professional type and by keeping concrete status in an underworld. Inmates of such stage, therefore, are confronted really with a small percentage of underworld in a cottage of school too, for some percentage of underworld members is always arrested and committed, so that they must maintain their status in informal groups at the reform school as a concentrated counter part of peripheral stratum of underworld, because it is linked directly with their future status and valuation in underworld without the school. Especially racketeers must form an informal authoritarian group within the wall because of maintaining their ego. In contrast with them professional thieves or frauds must show skill and tolerance by veiling their criminal ego from formal permeating of educational value and by differentiating expressly the criminal central ego region from the peripheral overt region. It is necessary for the teacher to destroy the minus boss hierarchy not only for the purpose of defending the oppressed, but isolating them from, and disturbing, the practical behavior system and value system of racketeers too. And moreover the teacher's formal value must be permeated into such inmates by giving them right and practical insight into a normal job and by giving them experience of confidence and joy to it only.

In order to destroy practical insight of the inmates of 3rd or 4th stage of d. d. the teacher must basically except statesmen to convert the real situation in which a job of underworld may be more advantageous to teenagers than a

normal job, to the exact opposite, but for the time being we expect the police to arrest all the men of underworld so drastically that they will be unable to engage in their jobs. And then the teachers must form an educational approach channel within the school by disorganization of informal group where minus value is warrantable.

In contrast with the inmates as above mentioned, the teachers must guidance the inmates of 1st or 2nd stage of d.d. by keeping the accent on rearranging fit their attitude and practical relations to family or neighbourhood and to practical relations between the protective society and public society. To reeducate them in such a manner, the teachers should keep expressly their cottage atmosphere in practical relations between the protective society and public one in the civic society. The eliminating of minus boss group members of 3rd or 4th stage of d. d. must naturally be necessary not only in order to keep group atmosphere so, but also to disturb their promoting to 3rd or 4th stage of d. d. and to defend the inmate of 1st or 2nd stage from the hurt of their central ego by minus boss pressure and from becoming daunted or neurotic. Now in educational practice the teachers must take care for "delinquent genotypus" on each inmate of all the stages of d. d. In A-type, to begin with, plus value is dominant in the basic structure of the lifspace of a delinquent, but when plus value hurts or gives excessive pressure to his central ego, he cannot learn this plus value, but he is driven in the opposite direction in learning till delinquencies occur. On an inmate of this type an educational effect should be exerted, after the complexed of his central ego are fully cured. In B-type, minus value is dominant in the basic structure of the lifspace of a delinquent and when the inmate adjusts himself to minus value, he falls into delinquency. In guidance the teacher must be careful to have him undergo strong experience in unexperienced plus value. In C-type, neither plus value nor minus value is clearly differentiated in the basic structure of the lifspace of a delinquent, and by adjusting himself or by refusing to adjust himself to this vague, not differentiated value, he falls into delinquency. In guiding him, therefore, it is essential for the teacher to let him learn the authority of plus value expressly and avoid what is called opportunism. In D-type, plus value is dominant in the basic structure of the lifspace of a delinquent, but by adjusting himself to a too narrow value standard, being unadaptable to any other situation, he falls into delinquency. In guiding him, the teacher should be careful to see that the inmate of this type should cultivate flexible adaptability above all in value learning.

In short, the teacher can exert a proper correction effect on the inmates by forming formal-informal situation of each cottage, so that he may form the guidance field suitable for s. d. and d. d. and delinquent-genotype. (Junkichi Abe)

VI. Summary

In the above mentioning, we could refer to a part of the investigation on the T. Public Reform School in 1953 and 1956. Through this research, we could find some results as follows.

We first took the focus of our research on dormitorial cottage's situation out of all its community situations, for that situation used to play the nuclear role in group dynamics within the school. This point forms a striking contrast with such as adult maximum security prison community, as was dealt with in our preceding report, where the nuclear region was in the prison factory. But in the reform school as well as in the prison the group situation was determined basically variable equivalents among the forces having antagonistic value in the orientation within a dual structure of formal-informal relations. Especially minus boss authoritarian hierarchy by the real domination of racketeer's value system over the informal group prevented the formal value from permeating the inmates. And then each inmate formed his time perspectives as follows: the perspective of 1st period (for about three months after the reception) and that of 3rd period (from 9th month to release) were subjected to formal-informal pressure comparatively severely, but that of 2nd period (for the six months after the 3rd month) most lightly. So in 1st period inmates were apt to be cower by being pressed by informal system too, in 3rd period they are apt to be indeed prudent but to be powerful by being maintained by informal status, and in 2nd period to manifest their criminal ego most vividly. The teachers tried to permeate formal value through two contrary educational principles into inmates: disciplinism and correctionism. Under the former principle inmates were prone to make mask-behavior readily but not to be neurotic, for teachers took distance from inmates' central ego, while under the latter, they are apt to be neurotic and individualistic by teacher's unskillful treating, for the teachers took too short a distance from the central ego. And the wider more and simple the educational channel become, the more the boss autohitarian system and characteristics of each period become strengthened. We should differentiate the channel by locating each inmate into "delinquent-depth", "socialization-depth" and 'delinquent-genotypus'. It is by doing so that we shall be able to permeate plus value.

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Résumé

Nous avons rapporté à une part de l'investigation sur l'école publique de correction en 1953 et 1956. A travers de cette recherche, nous avons constaté quelque résultats suivants.

Notre recherche s'est concentrée particulièrement sur la situation de la chaumière à choucher de dehors de toutes les situations de cette communauté, parce que dans cette situation jouait le rôle nucléaire de la dynamique du groupe dans l'école. Ce point est remarquablement en contraste avec la communauté de prison de sécurité maximée d'adultes où la fabrique était le région nucléaire comme nous avons décrit dans notre rapport précédent. Toutefois, dans l'école de correction de même que dans la prison, la situation de groupe se déterminait fondamentalement dans l'équilibration variable parmi les forces ayant l'orientation de valeur antagonistique dans une double structure de la relation formel-informelle. Particulièrement l'hierarchie du mauvais chef autoritaire empêchait de pénétrer tous dans les habitants la valeur formelle par la domination réelle du système de la valeur que le chanteur avait possédé sur le groupe informel. D'ailleurs, chaque habitant formait sa perspective du temps comme suit ; la perspective de la première période (durant presque trois mois après la réception) et celle de la troisième période souffrait la presse formel-informelle relativement avec sévérité, mais celle de la deuxième période (pendant six mois après le troisième mois) très légère. Ainsi dans la première période les habitants étaient sujet à se menacer par la presse du système informel, dans la troisième période se faire prudents mais devenir puissants étant maintenus d'état informel, et dans la deuxième période manifester leur ego criminel très vivement. Leur instructeur tâchait de pénétrer dans les habitants la valeur formelle par les deux principes corrélatifs d'éducation ; disciplinisme et correctionisme. Sous celui-là les habitants étaient enclins à se masquer facilement mais pas être néuritiques, parce que l'instructeur tenait leur ego central à distance. D'autre part, sous celui-ci les habitants étaient enclins à être néuritiques et individualistes à cause du traitement inhabile de l'instructeur, parce qu'ils adhéraient considérablement à leur ego central. Plus étendue et plus simple sa manière d'éducation devait plus renforcé le système du chef autoritaire et les particularités de chaque période devenait.

Il nous faut de différencier la manière en classifiant chaque habitant en accordant avec le profondeur du délinquant, le profondeur de socialisation, et le genotype du délinquant. Après cela nous serons capable de pénétrer la valeur positive dans les habitants.

Zusammenfassung

Die Hauptergebnisse der 1953 und 1956 durchgeführten Untersuchungen von Gruppendynamik über die formal-informalen Beziehungen in dem T. Erziehungsheim sollen kurz berichtet werden : T. Erziehungsheim ist ein Heim für die Jugendlichen und Heranwachsenden nach Erziehungsmassregeln des Japanischen Jugendgerichts-

rechtes. Die betreffenden Haptischen in diesem Heim zeigten sich hauptsächlich in allen Gruppensituationen von vier Wohn-Häusern mit je ungefähr 60 Jungen. Die Gruppen-Situationen wurden gründlich von verschiedener Äquivalenz unter den Kräften in der antagonistischen Orientierung an Werten in der Doppelstruktur der formal-informalen Beziehungen bestimmt. Besonders die minus-bossartige und autoritäre Hierarchie, bei der das Wertssystem des Gangsters über die informale Gruppe die Herrschaft führte, verhinderte die formalen Werte an Durchdringung bis zu Aufgenommenen. Nun jeder aufgenommene Junge hatte die verschiedenen Zeit-Perspektiven zu verschiedenen Zeitstufen: Die Perspektive des Jungen in der ersten Periode (im Verlauf von ungefähr drei Monaten nach der Aufnahme) und die in der dritten Periode (vom 9. Monat bis Freilassung) wird vom formal-informalen Druck schwer bedrängt, diejenige aber in der zweiten Periode (im Verlauf von ungefähr 6 Monaten nach dem dritten Monat) am leichtesten. In der ersten Periode neigten also die Aufgenommenen dazu, unter dem Druck des informalen Systems eingeschüchtert zu werden. In der dritten Periode neigen sie zwar zum bedächtigsten Benehmen, aber lassen sich mit der Unterstützung von ihrem informalen Status nicht einschüchtern, und in der zweiten Periode sind sie geneigt dazu, ihr kliminales Ego am klarsten zu entblößen. Die Lehrer bemühten sich, die Aufgenommenen mit formalen Werten durch zwei entgegenstehende zu durchdringen: Disziplinismus und Korrektivismus. Nach jenem Prinzip waren die Aufgenommenen zwar dem maskierten Verhalten unterworfen, aber nicht dem neurotischen Verhalten, denn der Lehrer hielt Abstand von ihrem Ego-Kern, während nach diesem Prinzip die Aufgenommenen dazu geneigt waren, leicht individualistisch und neurotisch zu sein, wenn Lehrer sie ungeschickt behandelten, den der Lehrer einen nur zu kurzen Abstand von ihrem Ego-Kern. Je weiter und einfacher Benutzungsweise jedes Hauses für Versetzung wird, desto stärker werden des bossartig-authoritäre System und seine Eigentümlichkeit jeder Periode. Wir sollen die Insassen des Wohn-Hauses nach "Verfehlungs-Tiefe", "Sozialisations-Tiefe" und "Verfehlungs-Genotypus" anordnen. Danach können wir mit formalen Werten die Aufgenommenen durchdringen.